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Ministry
of
Education

Ontario

Hon. Bette Stephenson, M.D., Minister
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Training Schools Program

1982

Contents

There are currently some 250 students in educational programs in four training schools operated by the Ministry of Community and Social Services. Since July 1977, the Ministry of Education has been operating the educational units in these facilities.

1. Philosophy and Goals of Training School Curricula	1
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2. Basic Program Requirements	2
2.1 Students' Characteristics	2
2.2 General Curriculum Factors	2
2.3 Required Subjects	3
English	4
Mathematics	4
History	5
Geography	6
Science	7
2.4 Vocational Programs	8
2.5 Enrichment Programs	9

3. Supplementary Programs	10
3.1 Co-operative Education	10
3.2 Training Credit Program	11
3.3 Special Individual Programming	11

4. Assessment	12
----------------------	-----------

5. Guidance	13
--------------------	-----------

6. Early School-Leaving	13
--------------------------------	-----------

7. Summer School Program	14
---------------------------------	-----------

8. Modified School Year	15
--------------------------------	-----------

Appendix A	16
-------------------	-----------

1. Philosophy and Goals of Training School Curricula

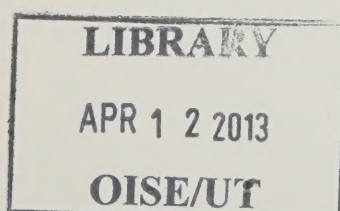
This document describes the programs available to students in training schools. It is consistent with the policies and requirements governing secondary school diplomas and related matters as outlined in *Circular H.S.1*. All curriculum matters discussed here are consistent with curriculum guidelines. In addition, this document conforms to Ministry of Education regulations and publications, and to Ministry of Community and Social Services policies governing students in training schools. For a list of relevant materials, see Appendix A.

The Ministry of Education believes that all educational programs should be directed towards helping students to live useful and productive lives and to be responsible to society. To attain this goal, students must be able to understand themselves and the world around them. An important part of the ministry's philosophy is that the knowledge and skills students acquire be relevant to the challenges they will face in the future. Although many training school students continue their education later, as is evident in the number of requests from principals for academic status, most continue with school for only a short time after graduation.

The primary goal of training school programs is to help students acquire the knowledge and skills they will need on their return to the community. A secondary goal is to try to modify students' attitudes and to provide the kind of experiences that will afford them better opportunities for successful personal and social adjustment in the community.

The goals of education for Ontario are to help students to:

- acquire the basic knowledge and skills needed to understand and express ideas through words, numbers, and other symbols;
- appreciate and profit from an awareness of the various ways in which people learn;
- learn to be resourceful and creative in acquiring knowledge, in managing personal matters, and in coping with a changing world;
- develop the skills and attitudes that will enable them to enjoy their work and be productive;
- develop self-reliance in solving the practical problems of everyday life;
- acquire a feeling of self-worth through their own achievements as well as through the encouragement of others;
- learn to respect the customs and beliefs of others;
- learn to respect their environment and use resources wisely;
- accept personal responsibility in their own communities and in society in general;
- appreciate and enjoy the arts;
- acquire habits and attitudes that will help them be fit and healthy;
- develop a set of personal values that includes respect for the values of others;
- appreciate the responsibilities and benefits of family life and the family's role in our society.



2. Basic Program Requirements

2.1 Students' Characteristics

Any consideration of training school curricula must take into account the characteristics of training school students as well as the character of the school itself – that it is an institution in which students are legally confined.

A recent report of the Educational Review Committee provides a valuable description of training school students. The committee found that, in general, the students in training schools:

- are academically retarded by at least one year
- are verbally and physically aggressive
- come from a lower socio-economic background
- are culturally deprived
- are sexually experienced but medically uninformed
- are peer-oriented
- are older than students admitted in previous years
- have disruptive school backgrounds and have had experiences with many agencies
- have learning disabilities
- have short attention spans
- have negative attitudes to school and to authority
- have poor hygiene
- have poor self-discipline

2.2 General Curriculum Factors

Some established general factors for consideration in developing training school curricula are:

- the importance of making subject matter relevant to the needs of training school students and of presenting it at appropriate levels of difficulty;
- the problems of reintegrating training school students into community schools;
- the fact that eighty per cent of training school students will not continue their education beyond training school;
- the limited range of subjects offered in training schools;
- the need for a highly organized remedial, special education, diagnostic, and prescriptive approach in a training school program.

Although curriculum planning must conform to the goals and objectives of the Ministry of Education, the needs of training school students require some departures from typical school programs. Education is certainly a tool for turning delinquent patterns of behaviour into socially accepted ones; therefore, reasonable efforts should be made to meet these students' particular needs.

2.3 Required Subjects

Most training school students are in programs corresponding to Grades 9 and 10; thus, students should be offered the subjects required in secondary schools: two English courses, two mathematics courses, one Canadian history course, one geography course, and one science course. The required courses relating to “areas of study” should also be included.

Students have a right to earn credits towards the Secondary School Graduation Diploma and should be encouraged to do so.

When students are in training schools for a limited or restricted time, it may be more practical to devise alternative programming. In such cases, remedial and upgrading programs should be stressed, and the requirements for occupational training should be considered.

Individual institutions may not always be able to provide instruction in all compulsory subjects. In such situations the school principal should design programs that meet the needs of individual students. Such programs should emphasize basic numerical and verbal skills.

Many students have low self-esteem and a poor attitude towards society. Therefore, each course should be taught in such a way and with subject matter selected so that students learn creative ways to make decisions and solve problems while learning to understand and compare the various positive values underlying human society.

Even though many training school students are sexually experienced, they are basically uninformed. To remedy this, the schools should stress courses in human growth and development, and encourage discussion of sex roles and sexual identification.

As has been noted, it is likely that a large proportion of the students may not return to school. They should, therefore, be given the opportunity to acquire readily marketable skills both through classroom instruction and direct work experience. At the same time, they should be exposed to the subjects that are necessary for succeeding in a complex world. Such topics as budgeting time and money, consumer studies, personal management, finding a job, and driver training should form an important part of the curriculum.

A sound evaluation program should be a basic part of the curriculum, to ensure that all instruction in training schools reflects the best interests of the students. The schools should also emphasize guidance and counselling programs. Many training school students have an inappropriate view of adults and have had little opportunity for a caring, one-to-one relationship with an adult. They should be given the opportunity to discuss their problems in a supportive setting, to gain insight into their academic, vocational, and personal needs, and to receive assistance in establishing realistic goals.

English

Language is a complex form of human behaviour resulting from the desire to articulate ideas, experience, and emotion. Literature is a record of life and experience; it portrays the spectrum of human achievement. As such, it has the power to shape thought and understanding. Exposure to the language and literature of argument, emotion, inner direction, and belief aids the development of personal values and relationships. For these reasons, and because the ability to communicate effectively would enhance students' self-esteem, it is imperative that all teaching stress the active use of language.

The general aims of the required English curriculum are:

- to encourage students to regard language as a tool for formulating personal and societal goals and for developing such qualities as initiative, responsibility, decisiveness, self-discipline, perceptiveness, and integrity in the pursuit of those goals;
- to nurture students' awareness and appreciation of both their own identity and the diverse values expressed in Canada's multicultural society and literature;
- to promote students' appreciation and enjoyment of literature and language;
- to increase students' mastery of language by providing frequent opportunities for small-group discussions, dramatic activities and simulations, and self-expression through personal writing;
- to acquaint students with contemporary and classical works and the various literary genres;
- to develop students' critical skills and to help them apply these skills in evaluating information transmitted through the various media.

Mathematics

The Intermediate Division corresponds to students' adolescence. Hence the division's mathematics program has been designed to take into account the various physical, emotional, and intellectual changes students undergo during adolescence.

Most students beginning an Intermediate Division program have a more or less concrete approach to solving practical problems. By the time they finish the division, however, many will have developed a capacity for abstract reasoning.

An important aspect of the mathematics program is teaching students how to relate mathematical concepts to everyday living. In effect, the program can help students use mathematics to solve the kind of problems they may encounter in the world of work. Practical experiences should make them more confident of their ability to use mathematics and to appreciate its value and power.

Although the mathematics curriculum should focus on applying mathematics to today's world and tomorrow's, it should also foster students' emotional, intellectual, and social development.

The aims of the Intermediate Division mathematics program are:

- to develop the mathematical literacy students will need to lead productive lives now and in the future;
- to foster each student's ability to identify and formulate problems and to solve problems at a level in keeping with his or her stage of mathematical development;
- to develop students' appreciation of the important role of mathematics and its applications in our culture.

History

Adolescents are concerned about their identity as individuals and about their place in society and in the world. Studies that will allow them to examine their world, to investigate how it began, and to gain insight into what it may become will help adolescents with these concerns.

History studies centring on individuals' contributions to their country can promote the development of a positive self-image. Such studies may also serve to raise adolescents' expectations for their own lives.

It is as necessary for training school students as for any others to investigate the history of Canada and to be familiar with its cultural foundations.

The aims of the Intermediate Division Canadian history program are:

- to develop students' understanding of the Canadian identity and societal goals;
- to develop in students an understanding of Canada's cultural heritage;
- to develop in students a reasoned pride in Canada;
- to develop in students an understanding of civic responsibility;
- to develop in students an understanding of the fundamental concepts of human experience, among them justice, change, diversity, order, individualism, the common good, worth of the individual, concern for others, the dignity of labour, tradition, and culture;
- to develop students' ability to recreate the past imaginatively;

- to develop students' awareness of the contribution of both women and men of all ages and groups to the development of Canada;
- to develop students' ability to distinguish fact from opinion, to detect bias, to formulate an hypothesis, to evaluate and interpret evidence, to draw conclusions based on evidence, to synthesize, to speculate, and to make judgements;
- to develop students' awareness of values and of value alternatives;
- to develop students' communication skills in recording information, in listening, and in expressing ideas clearly and precisely, whether in written, oral, or visual form.

Ministry of Education resource materials that supplement Intermediate Division history courses are:

- *Research Study Skills*. Curriculum Ideas for Teachers. History and Geography, Intermediate Division.
- Curriculum Ideas for Teachers Resource Booklets 1-10, History, Intermediate Division.

Geography

Studies in geography involve the interaction between people and their environment. In order to broaden their knowledge of the earth, students in the Intermediate Division should be informed about the patterns and processes that result from people's interaction with their environment.

Geography courses should emphasize that people are neither completely controlled by their environment nor do they have complete control over it.

Four courses constitute the Intermediate Division geography program:

North America	Grades 7-8
Southern Continents	Grades 7-8
Canada	Grades 9-10
Europe and Asia	Grades 9-10

A geography program based on these core subjects is as necessary for training school students as for any other students in the Intermediate Division.

The aims of the Intermediate Division geography program are:

- to help students see their local community as an example of how people respond to the opportunities and constraints of their environment;
- to promote students' knowledge of their province and their country and to help them appreciate how Canadians have responded to the opportunities and constraints of Canada's vast land mass;
- to develop students' awareness that Canada's present landscape is but one stage in an evolutionary process of interaction between physical forces and human activities;
- to help students appreciate people's dependence on the environment for meeting such basic needs as food and shelter and for achieving acceptable living standards;
- to promote students' understanding of how geographical location has influenced human settlement and use of the earth;
- to promote students' appreciation of the environmental opportunities and constraints in selected areas of the earth;
- to help students understand that human responses to the environment vary according to people's values, culture, social organizations, economic systems, and political structures;
- to help students recognize that all people aspire to acceptable standards of living;
- to help students understand that co-operation among the earth's peoples is essential if human needs are to be met;
- to help students understand how the environment affects population patterns;
- to help students recognize that the wise use of human and natural resources is both an individual and a collective responsibility;
- to help students appreciate and enjoy the variety, complexity, and aesthetic qualities of human and natural environments;
- to help students communicate clearly and precisely in a variety of ways, with emphasis on graphic forms.

Ministry of Education resource materials that supplement the Intermediate Division geography courses are:

- *Geography Resource List*. Curriculum Ideas for Teachers. Intermediate Division.
- *Research Study Skills*. Curriculum Ideas for Teachers. History and Geography, Intermediate Division.
- *Leisure Time: A Sample Unit in the Study of North America*. Curriculum Ideas for Teachers. Geography, Intermediate Division.
- *Fragile Environments*. Curriculum Ideas for Teachers. Geography, Intermediate Division.

Science

The Intermediate Division science program aims to give students a wide and thorough grounding in science. With this background, students can then choose the branches of science they want to study in greater depth in the Senior Division.

Science courses may be “integrated courses” in which the biological and physical sciences are taught together in one course, or they may be “discipline courses” in which either the biological or the physical sciences are taught, but not both.

The aims of the Intermediate Division science program are:

- to give students broad experience in the fundamentals of science;
- to promote students’ understanding of scientific facts, definitions, concepts, principles, laws, models, and theories;
- to have students consider the interrelationship between humans and their biological and physical environments;
- to improve students’ techniques of enquiry and laboratory investigation, with a particular emphasis on safety;
- to develop students’ ability to distinguish fact from opinion, to identify problems, and to develop hypotheses;
- to help students design methods of experimentation and testing to manipulate and control variables;
- to develop students’ ability to collect and process data, to evaluate and interpret evidence, and to form valid conclusions;
- to develop students’ ability to present and assess explanations, to propose theories and models, to formulate generalizations, and to understand conceptual schemes;
- to help students develop clear and accurate communication skills (written, oral, and visual) and to use these skills in recording information, in listening, in reporting, in demonstrating, and in expressing ideas;
- to increase students’ competence in observing, identifying, classifying, inferring, comparing, measuring, tabulating, graphing, illustrating, and applying;
- to help students develop the ability to solve qualitative and quantitative problems clearly and precisely;
- to help students develop attitudes of curiosity and interest in natural phenomena, of care and honesty in scientific investigation, of enjoyment and satisfaction in learning, and of co-operation and openness in human relationships;
- to foster students’ appreciation of the contributions that various men and women have made to the scientific enterprise;
- to encourage students to relate scientific concepts to technological and practical applications;
- to help students appreciate how science leads to varied career opportunities, for example, in technology, industry, commerce, business, medicine, engineering, education, and research;
- to cultivate students’ concern for using energy wisely, preserving unpolluted environments, protecting plants and animals, and applying science to society’s problems in a principled way.

2.4 Vocational Programs

There are three main reasons why a vocational program is an essential part of the training school curriculum:

- The credits students earn in vocational programs lead to a Secondary School Graduation Diploma. As well, these programs offer students a variety of subjects that stimulate mental growth. Vocational programs may also improve students' basic skills in other subjects, for example, in English and in mathematics, because students must be able to understand written instructions and to grasp concepts of measurement, size, and shape.
- Vocational subjects can provide relief from, or a balance to, the academic courses. They allow students to express themselves creatively and offer students more immediate and concrete rewards, for example, by completing their projects. Vocational subjects can also enhance students' self-esteem because there is a greater margin for error – results are seldom completely right or completely wrong. And because students perform concrete tasks, they derive from their work a positive sense of ownership and accomplishment.
- Vocational subjects provide practical knowledge and a basis for choosing an occupation. Furthermore, they offer students possibilities for leisure time activities and can also provide them with a means of self-support.

The aims of the Intermediate Division vocational program are:

- to help students adjust to their approaching independence from parents and other authority figures;
- to help students establish effective social and working relationships;
- to help students prepare for a possible vocation;
- to help students develop a system of values and a sense of identity and personal worth;
- to help students develop healthy work habits;
- to help students appreciate that education continues beyond formal schooling.

Vocational subjects should relate directly to job opportunities and should prepare students for an occupation. The basic vocational programs offered in training schools include:

Industrial arts/Building construction/Carpentry
 Food services/Waiter/Bar service
 Family studies
 Automotive studies
 Art studies – with an occupational focus, for example, design
 Business studies
 Trade subjects – welding, machine refrigeration

The above is not a definitive list. Individual schools should offer programs according to their resources and their students' needs.

2.5 Enrichment Programs

Unfortunately, present staff ratios and staff development have diminished the number of enrichment programs offered in training schools. Moreover, certain credit courses must be offered to satisfy subject requirements and, therefore, opportunities for enrichment programs are further limited. Some enrichment programs could be preserved, however, by making timetables more flexible and by using staff members qualified to teach in other areas.

Schools could provide enrichment programs by offering non-credit courses based on students' interests; for example, in music, theatre arts, film arts, and audio-visual techniques.

3. Supplementary Programs

3.1 Co-operative Education

Where appropriate, co-operative education may be offered to enable some students to obtain credits through courses that combine in-school and out-of-school components, provided that the school controls the design, implementation, monitoring, and evaluation of such courses.

These out-of-school courses should develop skills that are needed in business, in employment, or in vocational pursuits. The courses should also enhance the students' educational experience.

Provided below are Ministry of Education policy statements on co-operative education.

- Courses having an out-of-school component must be based on curriculum guidelines or be considered experimental courses for which ministry approval is required.
- A co-operative education course or set of courses must be designed so that the in-school component forms at least one-third of the course or set of courses. Credit must be granted on the basis of the total learning achieved through the combination of in-school and out-of-school programs.
- There is no formal restriction on the number of credits that may be earned through co-operative programs. A reasonable balance should be assumed, however.
- Teachers must monitor the out-of-school component of a credit course.
- Academic credit alone may be received for co-operative education programs. If, however, a balance between learning and productive work is maintained, students may receive payment as well as credit. Students should be paid at least the minimum wage and at a beginner's rate.

Any co-operative education credit course must be based on local outlines of criteria approved by the board or supervisory officer.

3.2 Training Credit Program

In April 1979, secondary schools in Ontario already offering programs in relevant subject areas were invited to participate in a pilot program that would offer credits for advanced standing within a trade and would enable students to continue their training after graduation.

The Training Credit Program (often referred to as the Linkage program) operates under the joint sponsorship of the Ministry of Education and the Ministry of Colleges and Universities. The objectives of the program are to provide secondary school students with appropriate skills to enter a trade and to minimize overlaps in training for those who do.

Students in the program can acquire through their secondary school courses the skills and knowledge normally covered in the initial in-school portion of the provincial apprenticeship or modular training program. Curriculum alignment is accomplished through Training Profiles, which list in detail the performance objectives for each trade. Achievement of these objectives is recorded in the Student Training Record Book provided for each student in the program. When students achieve the objectives for in-school courses associated with the trades, they earn a training credit towards entrance to a trade.

At present, Training Profiles and Student Training Record Books are available for:

Baker
Construction millwright
Cook
General machinist
Hairstylist
Industrial millwright
Major appliance servicing technician
Motor vehicle mechanic
Retail meat cutter

As materials are developed, new trade subjects will be offered in the Linkage program.

3.3 Special Individual Programming

The expressed policy of the Ministry of Community and Social Services is to reduce the number of students confined to approximately sixty students in each of four training schools. Therefore, it may not be possible to provide the variety of subjects offered in the community high school system. In their previous high schools, some students have successfully pursued subjects that cannot, in general, be offered in training schools; for example, foreign languages, classics, and specialized vocational subjects.

A well-developed liaison with the local school board and, in particular, with neighbouring high schools may enable training school students to have access to programs not offered in their institution. Provided the necessary security conditions are met, the training school principal and the appropriate school board officials could develop special individual programs for students who would, under normal circumstances, be pursuing a regular high school education.

For a second, albeit small group of students, special individual programs may be imperative. Some training school students are, without doubt, unmanageable in the classroom; they are sometimes violent and dangerous to themselves and others. For these students a special individual program may mean exclusion from school and an education service offered on a "home visiting" basis, for which regulations governing attendance at school will be waived.

It should be possible to offer disruptive students a partial school program and, perhaps, only in the subjects that interest and motivate them. The aim, however, should be to encourage the students' full integration into the school program.

4. Assessment

Because of the varied exceptionalities inherent in all training school students, it is imperative that a productive and well-organized assessment program be an ongoing part of students' education. In many cases, non-diagnosis of learning problems has resulted in behavioural exceptionalities; hence, the importance of an assessment program cannot be underestimated.

The aims of the assessment program are:

- to provide a comprehensive, individual assessment of students' current achievement level and achievement potential;
- to assess and diagnose the causes of students' behaviour; for example, frequent school changes and erratic attendance; excessive peer influence; negative attitudes and a lack of motivation; specific learning disabilities; and specific skill disabilities in basic subjects;
- to identify students' strengths that may play a vital role in their rehabilitation.

At least one qualified teacher should be designated an "assessment teacher". The responsibilities of this staff member are:

- to co-ordinate all information relating to students' academic progress;
- to present such information to the appropriate committees and agencies;
- to act as a resource person in obtaining detailed information on students' classroom performance; for example, diagnostic information on reading comprehension skills, word recognition deficiencies, word attack skills, and mathematics proficiency;
- to act as a liaison person with other departments; for example, consulting with the psychology department in order to diagnose students' learning disabilities and learning modalities.

Assessment should be carried out by both an assessment teacher and by classroom teachers.

The assessment teacher should obtain information through:

- Ontario Student Records
- contact with students' previous schools
- contact with other departments and agencies
- student interviews
- "subject profiles" prepared by classroom teachers
- case conferences with teachers and personnel of related departments

Classroom teachers should obtain information through:

- Ontario Student Records
- standardized tests of achievement
- diagnostic tests of skills in basic subjects
- informal and formal observations of students' behaviour
- referrals to psychology departments for psychological inventories
- referrals to other departments for school-related difficulties, for example, the medical department

5. Guidance

The Ministry of Education recognizes that adolescence is a time of rapid change and that each individual has the potential to grow, make decisions, and accept responsibility for decisions. Therefore, training schools have a responsibility to help adolescents meet their basic needs, in particular those students who have behavioural exceptionalities.

The school guidance program should emphasize educational and career planning and personal development. It should also help students deal with the many societal forces and influences they encounter.

The entire school staff is responsible for integrating the guidance program with the total school program and with daily classroom activities in every subject.

The aims of the Intermediate Division guidance program are:

- to help students understand the importance of getting along with others and with oneself, and to develop their abilities in this area;

- to help students formulate and assess personal goals, values, expectations, and aspirations;
- to help students develop greater skill in decision-making and problem-solving;
- to help students become aware of the information required for educational planning, with particular attention to the programs available in secondary schools;
- to make students aware of the wide variety of career opportunities available and the need for career planning;
- to help students realize the importance of using leisure time wisely and to develop their interest in leisure time activities;
- to make students aware of the educational and emotional difficulties that may be hampering their progress, and of resources that might provide assistance.

6. Early School-Leaving

Regulation 261, Early School-Leaving (formerly Regulation 159/75) may be applicable to training schools because once students graduate they may not return to a community school, even though they are of compulsory school age. Should the Training School Advisory Board excuse a student from regular school attendance, the early school-leaving program is an alternative.

An Early School-Leaving Committee must be established under section 2, subsection (1) of Regulation 261, Early School-Leaving.

The committee shall be composed of a chairman, who should be a board member of the Provincial Schools Authority; a supervisory officer, chosen from the Provincial Schools Branch of the Ministry of Education; and one additional member, who need not be the student's legal guardian, for example, a social worker (section 2, subsection (2) of Regulation 261, Early School-Leaving).

7. Summer School Program

The period of time that students are detained in training schools does not correspond to the traditional ten-month school program. Therefore, well-structured and stimulating activities should be offered throughout the calendar year.

Many training school students lack continuous school experiences because they have been truant, have changed schools frequently, or have been unsuccessful in an early school-leaving program. Their academic achievement may also be at a level below their potential. As requested by Ministry of Community and Social Services administrators, the summer program or modified school year program should provide credits as well as fulfil students' needs for meaningful activities.

The summer program should offer:

- remedial courses in core subjects (such as language arts and mathematics) in order to raise students' achievement levels;
- compulsory subjects in areas in which students lack credits;
- vocational subjects that cater to students' interests;
- enrichment subjects, which are those subjects not generally offered in training schools but which may be considered life skills, in particular the subjects that promote aesthetic development, for example, music and dance.

8. Modified School Year

Schools planning to implement a twelve-month school year should note that:

- full programs are not necessarily offered in July and August, as discussed in the preceding chapters;
- a modified curriculum allowing for teachers' vacations would only affect May, June, July, and August;
- from May to August, additional staff may be provided at no cost by employing "Experience '82" students;
- if additional staff are necessary, then consideration could be given to hiring classroom assistants or part-time teachers or to job-sharing among present staff;
- enrolment is reduced in July and August because students need and are granted passes - half the students leave in July, the others in August;
- integrated courses may be offered, that is, courses offered "jointly" by the Ministry of Community and Social Services and the Ministry of Education, with instructors seconded to the school program under the jurisdiction of the principal, for credit-granting purposes. Provided below are examples of the kind of programs that may be offered and the teaching staff required. It must be stressed, however, that this list is not definitive.

Program:

Physical education
 Health, sex education, nursing, first aid, parenting
 Library skills
 Group counselling (social skills)
 Morals education
 Business education
 Home repairs
 Special interest courses

Staff:

Recreation
 Medical
 Librarian
 Social worker, child care worker
 Vicar
 Office staff, business manager
 Maintenance department
 Skilled personnel in institution, for example, guitar player, electrician

Programs may be offered by outside agencies; for example, a Youth and the Law program may be taught by a drug rehabilitation counsellor, police officer, or lawyer.

Appendix A

Government of Ontario Documents

Education Act

Regulations made under the Education Act:

Early School-Leaving, 261 (formerly 159/75)

Pupil Records, 271 (formerly 38/73)

School Year and Holidays, 273 (formerly 546/73)

Training Schools Act

Ministry of Education Documents

Curriculum Guidelines:

Art, Intermediate Division, Curriculum I-13, 1968

Art, Intermediate Division, Curriculum I-13A,
Bibliography, 1968

English, Intermediate Division, 1977

Family Studies, Intermediate Division

The Formative Years, Circular PIJ1, 1975

Geography, Intermediate Division, 1977

History, Intermediate Division, 1977

Industrial Arts, I.19 and S.19, 1962

Mathematics, Intermediate Division, 1980

Science, Intermediate Division, 1978

Support documents:

Curriculum Ideas for Teachers resource booklets
in various subject areas

Also the following support documents to *The Formative
Years*:

Children With Behavioural Exceptionalities

Children With Communication Exceptionalities

Children With Mild Intellectual Handicaps

Education in the Primary and Junior Divisions (1975)

Other:

Circular 14

Report of the Secondary Education Review Project (1981)

Secondary School Diploma Requirements,
Circular H.S.1, 1979-81

Ministry of Correctional Services Documents

Education Review Committee Report (1976)

Report of the Committee on Regional Assessment
of Juveniles (1976)

